

PACING GUIDE FOR ART I, II, III, IV, Honors

This pacing guide is offered as a resource tool for planning and organizing a program. It is separated into units to assist in course organization. Any suggested lessons and materials are interchangeable with other units. Actual sequence or time on each unit is dependant upon teacher preference and the availability of materials and studio space. Appropriate textbook chapters, handouts and teacher resources should be used where applicable.

Art III & IV students are expected to work by contract in a specific area of study and/or medium. Assignments should lead toward a course of independent, self-directed study.

Assessments and evaluations can be held at the end of a unit or at any point the teacher determines. Any unit may be one or many projects depending upon the interests of the class. Assessments may be grading rubric, student self-assessment, class or individual critiques.

Introduce 

Continue 

UNIT 1: INTRODUCTION TO ART	ART I	ART II	ART III	ART III HN	ART IV	ART IV HN
Class Rules and Expectations Student survey/information Materials that will be needed for the class Welcome letter or note for parents Discussion of students' previous experience Studio procedures, safety regulations Art in society Art as a profession						
Portfolio requirements Media mastery, breadth, concentration Working from a contract						
Pre-instruction drawing: (student choice or teacher directed) Class critique; introduction of elements of design						
NOTE: Prepare best examples of following assignments for Dixie Classic Fair						
UNIT 2. INTRODUCE ELEMENTS & PRINCIPLES OF DESIGN						
UNIT 2.1 LINE Implied line, outline, gesture, contour line Mark-making techniques, line weight and variations, expressive lines, etc. Gesture drawing, blind and sighted contour drawing Still life, student model, landscape, self-portrait Pencil, charcoal, pen, ink, brushes, paint, etc.						

REVIEW ELEMENTS & PRINCIPLES						
ADVANCED LINE & DRAWING TECHNIQUES						
	ART I	ART II	ART III	ART III HN	ART IV	ART IV HN
UNIT 2:2 SHAPE Geometric, free-form, organic Positive/negative, figure/ground Symmetrical/asymmetrical In pattern, design, painting, etc. Printmaking, marker, ink, paint, cut-paper, etc.						
UNIT 2.3 FORM Sculpture vs. 3-D illusions, relief sculpture Turning shape into form Open vs. closed Geometric, free-form, organic Volume, mass, etc. Clay, papier-mâché, plaster, paper, etc.						
UNIT 2.4 SPACE Foreground, middle ground and background Positive/negative, figure/ground Illusions of depth: overlapping, placement, detail, size, color, linear perspective One-point and two-point perspective						
ADVANCED TECHNIQUES Two-point, three-point linear perspective Advanced perspective techniques Figure/ground reversal						
NOTE: Prepare designs and work for Superintendent's Holiday Card contest						
UNIT 2.4 VALUE (key, tone) Grey scale using shading techniques: hatching, cross-hatching, blending and stippling Chiaroscuro: light, highlight, shadow, cast-shadow, reflected light, etc. Studies using light source to define form Pencil, charcoal, ink, paint, etc.						
ADVANCED TECHNIQUES Reverse oil sketch Monochromatic painting Dramatic lighting, Baroque painting, etc.						
UNIT 2.5 TEXTURE Actual and visual texture Techniques for creating texture Matte vs. shiny, reflective, etc.						

Relationship to pattern, value, contrast, etc. Collage, frottage, grattage, etc.						
ADVANCED TECHNIQUES Faux finishes, complex surfaces						
	ART I	ART II	ART III	ART III HN	ART IV	ART IV HN
UNIT 3. COLOR: HUE, VALUE, INTENSITY						
Primary, secondary, tertiary colors Warm vs. cool colors Tints and shades Color harmonies: complementary, analogous, Triads, split complements, monochromatic, etc. Expressive effects of color Color wheel, mixing values and intensities Watercolor, tempera, acrylic, colored pencils, markers, etc.						
ADVANCED TECHNIQUES Mixed media, fabric dyes, batik, computer graphics, underpainting techniques, pointillism, optical color, color interactions, oil painting, etc.						
UNIT 4. ART AS NARRATIVE						
Create original art to illustrate a theme, story, music or poem Logos, advertisements, posters to promote a product, idea, personal opinion or public service Create a children's book or comic book Calligraphy Surrealism, fantasy, expressionism, cultural studies Any media. NOTE: This unit may be used for PTSA Reflections Contest, N.C. Wildlife Stamp Design or other thematic art competition or exhibit						
UNIT 5. 3-D DESIGN/SCULPTURE						
Subtractive/carving and additive/modeling, Open and closed form, Geometric, free-form, organic form Static vs. kinetic; mobiles and stables Paper, cardboard, wire, wood, clay, papier- mâché, plaster, metals, found objects, etc.						
ADVANCED TECHNIQUES						

Soldering, braising, casting metal Concrete, epoxies, resins Carving wood, stone, plaster; assemblage						
UNIT 6. PRINTMAKING						
6.1 Relief processes Collograph, linoleum, wood cut, etc.						
NOTE: Prepare work for Scholastics						
	ART I	ART II	ART III	ART III HN	ART IV	ART IV HN
6.2 Intaglio processes Etching, engraving, stencil process, serigraphy, silkscreen, etc.						
6.3 Photography Pin-hole photography						
35mm photography Photo-etching/silkscreen Darkroom techniques Digital photography Animation						
UNIT 7. CRAFT						
Papermaking, book/journal making Hand-built pottery, tiles Weaving on cardboard or on hand-built loom, basket weaving, jewelry design, architectural models, toy or game making, fabric dye- resist, fashion design, soft-sculpture, doll/puppet/mask making, etc. NOTE: This unit could be used to create bowls for the Empty Bowls benefit or birdhouses for the Habitat for Humanity fundraiser						
Wheel-thrown pottery, enameling, stained glass, batik, metal craft, etc.						
UNIT 8. ART HISTORY						
A brief chronological survey of art history should be introduced in Art I, and reinforced and elaborated on in subsequent courses (It is assumed that students will have seen many examples while learning elements and principles, etc. as well.)						

Students choose artist from history to research Teacher may assign style or movement from history to have groups research and present Through research, students should be asked to compare styles and artists so they learn to use art criticism						
NOTE: Choose 2 artworks for traveling exhibit and assign work pertaining to annual SECCA exhibit						
FINAL PORTFOLIO REVIEWS						